

**ARRA/Title II, Part D: Enhancing Education Through Technology
COMPETITIVE GRANT PROGRAM – 2009-11 SCHOOL YEAR**

VERMONT DISTANCE-LEARNING INITIATIVE

GENERAL INFORMATION:

The purpose of the Title II, Part D (Enhancing Education Through Technology) competitive grant program is to provide modest financial assistance to schools with high poverty and the greatest need for technology support and/or schools identified for improvement.

The American Reinvestment and Recovery Act (ARRA) signed by President Obama in February of 2009 provides substantial assistance under the Enhancing Education Through Technology program for schools. This grant program is utilizing 100% ARRA funding and is to address one or more of the four assurances listed in Appendix B.

TIMELINE FOR VERMONT DISTANCE LEARNING INITIATIVE RFP	
Application Release	September 3, 2009
Question/Answer/Field Input Session	November 6, 2009 VT FEST
Submission Deadline (Received in VT DOE)	November 20, 2009 4:00 p.m.
Award Announcements	December 11, 2009
Project Implementation	January 15, 2010 - September 30, 2011

VERMONT DISTANCE LEARNING INITIATIVE:

The focus of this grant is to select a Vermont-based entity to organize, manage and lead a statewide distance learning initiative that will support Vermont schools in their efforts to deliver and eventually develop both virtual learning curriculum and opportunities for students that extend beyond the classroom and the school walls. The first part of this initiative should be two pronged in its approach:

1. Developing, organizing, and managing a statewide model for disseminating virtual courses that can be used to support student centered, flexible learning opportunities for all K-12 schools throughout Vermont. This model can be developed in phases, and should eventually encompass the full spectrum of K-12 courses. The emphasis of this effort in the initial outset should be to provide opportunities for schools to purchase virtual courses in ways that maximize Vermont funding.
2. Gathering data on and aggregating the current schools within Vermont that are using distance learning courses in their curriculum. The purpose for collecting this data will be to illustrate the successes that have already been occurring and find ways to help support those efforts. The other reason for this aggregation of data is to find examples of successful programs that can be repeated across the state.

Besides the two major focuses represented here, applicants should address the ways in which other existing efforts for distance learning that are state-based can be included and supported in the program. Some of these efforts include:

- The Learning Network of Vermont (<http://www.learn.vermont.gov>) which presents a rich environment for combining video conferencing with curriculum activities supported by the Center for Interactive Learning and Collaboration. (<http://www.cilc.org>)

- Efforts made by the office of Economic Stimulus and Recovery around the E-Vermont stimulus proposal. (<http://recovery.vermont.gov/>)
- Partnership efforts between the Learning Network of Vermont and Vermont Interactive Television to provide course offerings that allow for dual credit from both the K-12 entities and state colleges.

Strong applications will make substantial links with and perhaps partner with any of these efforts to develop key relationships to address a more comprehensive effort.

The larger scope of this program will work at addressing the concept of a virtual school for Vermont. This effort should look at how a state-based (*or carefully structured regionally based, i.e. New England, neighboring states*), effort can serve a more substantial role in providing virtual course credits for students in relation to graduation requirements. This grant application should reflect planning considerations in this portion of the program. For this grant program this is seen as the second phase. This aspect of the program should be considered the long term model and contain strong elements of sustainability in the overall concept. The grantee should expect to be involved in efforts to work with the Vermont Department of Education in advocating for streamlining of key statutes to further our mission in providing quality distance education in Vermont for the long-term.

This grant supports the work of the Vermont Department of Education and in particular, supports the efforts being made by the Transformation of Education in the realization of student-centered learning with technology and it also addresses concepts in flexible learning environments by supporting schools that are placing technology in the hands of students and allowing them to access the web for learning beyond the school day.

GRANT FUNDS:

One grant award will be awarded over a two year period. The total grant award available will not exceed \$400,000. These funds will be released to a Vermont-based entity that can detail their capacity to provide a robust statewide model that is solidly organized and sustainable over the long term.

BACKGROUND:

Over the past 5-7 years there have been a couple of state efforts, both large and small scale, to develop virtual course accessibility and content for K-12 learners. These efforts may not be widely known as many schools and districts are undertaking their own contracts with virtual school providers that have been successful on the national level. Some successful and better known national models are the Florida Virtual School (<http://www.flvs.net/Pages/default.aspx>), the Michigan Virtual School, (<http://www.mivhs.org>), and the Alabama ACCESS program (Alabama Connecting Classrooms, Educators, and Students Statewide, <http://accessdl.state.al.us>) Vermont seeks to provide some of the same opportunities for our students that these efforts have provided in other states. Currently, 44 states have some availability to a virtual learning program. Some states, including Alabama, Florida and Michigan have enacted legislation dealing with graduation requirements for virtual learning and are even requiring that schools provide virtual learning experiences for targeted grade levels. This initiative seeks to begin exploring all of these possibilities.

The State of Vermont has explored concepts around Distance Learning in the recent past. A panel was convened in 2006 to explore some guidelines for Distance Learning education and a publication was approved and released through the State Board of Education (http://education.vermont.gov/new/pdfdoc/pgm_edtech/educ_vsb_distance_learning_guidelines_06_1219.pdf). At this time, 2009, there are some elements within those guidelines that will need to be re-examined, and there are some issues to work out concerning educator licensure. More recently, a report was released from the Vermont Department of Education in January of 2008 (http://education.vermont.gov/new/pdfdoc/laws/legislative_reports/08/act_66_sec_21_distance_learning.pdf) which has recommendations to the General Assembly about a statewide network for services related to broadband and the impact this work could have on a robust distance learning initiative. Currently, there is a move to develop our statewide managed network, a grant has been awarded to an entity to begin working with schools to develop this. The grant program represented by this request for proposal fulfills the second part of those recommendations to the General Assembly:

“A distance learning program should include local and national course offerings with diverse means of support, allowing Vermont schools to locally determine the most effective uses of distance learning. Resources expended on distance learning should leverage and be leveraged by existing efforts taking place throughout Vermont (ex. Vermont Council on Rural Development’s broadband initiatives, Vermont Telecommunications Council).

Access to high-quality distance learning would be made available to Vermont students through:

1. Vermont-based distance learning courses and opportunities;
2. Accredited, online course offerings from nationally recognized distance learning schools;
3. Ongoing support for the existing videoconferencing network known as the Learning Network of Vermont (LNV);
4. A professional development program to improve the skills of Vermont educators in creating and effectively using distance learning tools and overseeing a local distance learning system.”

The Vermont Department of Education sees this grant program and the opportunity that is available with the ARRA funding to move this initiative forward and impact student learning across Vermont.

WHY DISTANCE LEARNING

Distance Learning has the potential to impact students in both areas of learning and socio-economic opportunity. Students wishing to pursue coursework beyond their school day have the opportunity to do so, and students wishing for more availability in course work that inspires, motivates and engages them have opportunities as well. It is desired that applications reflect an understanding of how virtual learning can best bring together learning and the use of technology. Simply moving lecture format courses to the web environment does not represent best practices in this arena. Serious consideration and needs development should be apparent in the application to illustrate the capacity of the applicant to provide quality distance learning for all students.

CHALLENGES

There are some significant challenges that this grant program will need to address over time. These challenges are understood by the Vermont Department of Education and are being considered as crucial to the continued success of this grant program. The grantee will be expected to provide assistance as deemed necessary in the work to transform current statutes. Currently, there is a statute that governs the ability of Vermont school districts to contract with virtual independent schools:

The following is from the Vermont Legislative Statutes, Title 16, Chapter 3, Article 166:

“(6) This subdivision applies to an independent school located in Vermont which offers a program of elementary or secondary education through *correspondence, electronic mail, satellite communication, or other means* and which, because of its structure, does not meet some or all the rules of the state board for approved independent schools. In order to be approved under this subdivision, a school shall meet the standards adopted by rule of the state board for approved independent schools which can be applied to the applicant school and any other standards or rules adopted by the state board regarding these types of schools. *A school approved under this subdivision shall not be eligible to receive tuition payments from public school districts under chapter 21 of this title.* However, a school district may enter into a contract or contracts with a school approved under this subdivision for provisions of some education services for its students.”

Applicants should take care to craft a plan that fits the current intent of this statute.

ELIGIBILITY:

For purposes of this grant, a high need LEA must be selected to receive the funding. If the LEA is not directly involved with completing the work, there must be a clear relationship, (contract, memorandum of understanding, etc.) between the LEA and the entity doing the actual work. As long as the LEA is “high need”, the work can be carried out with *any* Vermont school. One grant award will be made to an eligible local partnership on behalf of eligible high-need Vermont schools, or school districts/ supervisory unions (LEA’s).

For purposes of this competition, a “high-need local educational agency” is an LEA that:

- Includes one or more schools with the highest numbers or percentages in the state of children from low-income families, and
- Serves one or more schools identified for improvement or corrective action under NCLB (§1116), or
- Has a substantial need for assistance in acquiring and using technology.

For more details on eligibility refer to Appendix A.

GRANT PROGRAM AREA

NOTE: APPLICATIONS MUST FOLLOW THE FORMAT AND CONTENT REQUIREMENTS AS FOUND ON PAGE 8.

1. SCOPE OF WORK:

A detailed scope of work is necessary for this grant proposal. The Scope of Work for the program should address the following:

- The development and organization of a “library” of courses that schools may avail themselves of over the course of the first phase of this grant program.
- An in-depth needs assessment that can be used to plan and develop the dissemination of virtual courses to those schools that can best take advantage of them due to their rural nature, broadband capacity and student population.
- How schools will be selected to receive services through this program.
- While virtual courses hold much potential for learning, successful programs have a mechanism that provides support in the form of face to face support from teaching professionals to those students that are taking the courses. Since 25% of any Title IID grant must be for professional development, a plan for how this work will support teachers in their work with students taking virtual courses will be important. How will teachers best support those students?

A. Expectations/Outcomes:

These are areas that should be addressed in the overall scope of work. Some of these areas may need more detail than others, but *all* of them should be considered items for serious consideration in the overall program.

- a. Outcome: Vermont has an entity in place for the long term that provides support, resources, and course offerings in a variety of content areas for schools.
- b. Expectation: Grantee provides a robust portal environment to announce and schedule offerings throughout the year, including summer months.
- c. Expectation: Course selection should consider the needs of highly mobile students as well as students in school-based programs.
- d. Expectation: Considerations should be made at developing “sharing” opportunities for schools with low student populations and need for courses that may be difficult to fill at one location. For example, Chinese languages courses shared by multiple schools to realize a full class.
- e. Expectation: Grantee provides professional development for teachers of online courses and provides workshops for schools that can orchestrate on site support for students taking courses at school.
- f. Expectation: Grantee will recruit qualified teachers (and perhaps retired educators, still qualified) to facilitate online courses over the course of the year. It is not expected that in Year One the entity will be *developing* online courses. It is assumed that the grantee will have a system in place for judging the quality of online courses that are contracted and available for schools.
- g. Expectation: Grantee should be well informed of opportunities and partnerships that could build on the program that may currently exist or develop both within and without of Vermont.

- h. Outcome: A highly desired outcome of this work is sustainability. The entity involved in this endeavor should strive to develop a model that will move this initiative beyond grant funding for long term success.
- i. Expectation: A minimum of 5% of the grant funds must be devoted to evaluation of the program. This evaluation will be paid to an outside aggregator that is being developed by the Vermont Department of Education. There should also be an internal evaluation done by the grantee that is outside of the 5% represented here. Details of evaluation for ARRA are still being formulated. There will be an expectation of quarterly reporting due to the Vermont Department of Education.
- j. Expectation: Attendance by one representative from each grant applicant at special session of Vermont Fest on Friday, November 6, 10:50 a.m. See details in area C of this section.
- k. Expectation: Because of the larger scope of this grant, it will be expected that the grantee develop marketing in the form of postcards, flyers, posters, for dissemination at schools and state events. A small amount of “swag” may be requested for other state and national conferences as well. (pens, buttons, etc.)
- l. Expectation: Grantee will collaborate with Vermont Department of Education on relevant press releases to disseminate information about the overall grant program.

B. Collaborations: Grant reviewers will look favorably upon grants that develop collaborative relationships with other entities across Vermont’s education landscape. Collaborations may or may not involve the sharing of funds, but simply a willingness to include other entities in developing the best models for schools. Also consider vendor choices that favor Vermont-based operations.

C. Question/Field Input Session: On November 6, 2009, at Vermont Fest 2009, (Killington Grand Resort, Killington, VT) there will be a one hour question/answer/input session. The time for this event is listed as 10:50 a.m. on Friday November 6, 2009. This will serve as an opportunity for teachers from Vermont schools to voice any desires they may have around this program. Applicants may also ask questions of the field if they so choose. As well, there will be a lunch session, (following the 10:50 a.m. session) for just applicants so that any specific questions can be addressed around the grant program. This lunch will be provided by the Vermont Department of Education.

D. Development of programs: All coursework that is considered to develop the “library” of courses required should meet both state and national standards. Along with those standards, the technology uses that students employ should be based on best practices around the integration of technology. All coursework and professional development opportunities should be based on research-based implementations and follow guidelines put forth by the International Society of Technology in Education (ISTE), specifically the National Education Technology Standards for Students and Teachers 2007, 2008 respectively. Multiple forms of learning are desired for teachers to learn best in the modality they choose. Grantee should not limit learning opportunities, but allow for hybrid models that incorporate videoconferencing and the use of the Learning Network of Vermont. Best applications will outline a plan that encompasses components set forth in both the:

- i. Vermont Transformation of Education
<http://education.vermont.gov/new/html/dept/transformation.html> and the;
- ii. Vermont 2009-2012 Vermont Educational Technology Plan
http://education.vermont.gov/new/pdfdoc/pgm_edtech/edtech_plan_2012/edtech_plan_2012_complete.pdf.

E. The grant will support the following:

- i. Mileage, lodging, travel expenses, stipends, coordinator expenses for individuals or entities involved in the work;
- ii. Contracts associated with providers of distance learning courses
- iii. Contracts associated with providers of Learning Management Systems, (Moodle, Blackboard, Sakai, etc.)
- iv. This is NOT a hardware grant, though some limited hardware purchases will be allowed for the purposes of staff and coordinator work duties.
- v. Books, materials, supplies, coffee and food for meetings or activities.
- vi. Web portal services, design, and maintenance.
- vii. Trainings associated with teacher professional development in facilitating online course delivery. In later areas of the grant work, there should be some focus on the development of courses and the training required for that skill.

F. Grant Amount: The maximum amount of funds for which a school, district or supervisory union may apply is not to exceed \$400,000. These funds will be from the 2010 ARRA funding provided to Vermont. It is likely that this initiative, based upon first year successes will be funded in a second year (after July 1, 2010) at a lower amount. This should be taken into consideration in the proposal.

G. Timeline: Award in mid December, funds available after January 15, 2010 and grant expiration September 30, 2011.

Please see the “Format and Content” section for information on how to structure the application starting on Page 8.

Application Format & Content

Total application should be **NO MORE THAN 18 (18) PAGES**, single-spaced, font sizes 10-12. (Only the specified number of pages will be given to reviewers. Please adhere to this limit.)

- 1. Abstract:** Please provide a one paragraph abstract that describes the grant program.
- 2. Letter of Application Intent:** For this particular grant program, it is requested that potential applicants file a letter of intent to apply with the Vermont Department of Education. Send a brief letter to the grant address on page 10 indicating your intent to apply and if this is a collaboration of entities or individuals, indicate who is involved. *This letter should be received by the Vermont Department of Education no later than September 30, 2009.*
- 3. Program Description** (no more than 8 pages): Describe what entity will do to develop the following areas: **(50 Points)**
 - Meet the desire of the grant program “focus” as described on Page 1.
 - Goals - Clear articulation of the Scope of Work and Expectations/Outcomes described in this RFP.
 - Timeline – What will be completed, when? This can be in some detail.
 - Summarize the Scope of Work – Specific, bulleted list of the work to be performed and the products or outcomes of the project summarized. (this summary is used on the grant agreement, please provide this.)
- 4. Capacity for Success** (no more than 3 pages): This particular aspect is crucial. Entities must clearly indicate how their group can meet the statewide need described in this grant application. Describe why this is the right kind and size of project for your entity. Include such items as: **(20 Points)**
 - Who (describe roles, not individual names please) will be responsible for conducting the work;
 - What structures and procedures are already in place or proposed that will support this project and/or enhance its sustainability;
 - Evidence that this plan is realistic and that the grantee has the capacity to achieve the objectives;
 - Evidence that all regions of the state will be served.
 - Proposals may have *up to 3* letters of support from past projects or entities lending support.
- 5. Evaluation** (no more than 3 pages): Federal guidelines require that districts have a means of evaluating the extent to which Title II-D activities are effective in (1) integrating technology into curricula and instruction; (2) increasing the ability of teachers to teach; and (3) enabling students to meet challenging state standards. Because the Title II-D program is a state-administered program, the Vermont Department of Education is responsible for ensuring that districts comply with statutory requirements. Therefore, districts are required to submit updated budgets, data for performance reports, and other reasonable data to the Department of Education.

For purposes of this grant program, grant applicants are being required to *set aside 10%* in the final budget for evaluation. Evaluation is anticipated to be organized through a comprehensive evaluation program that will work with a variety of IID grants. Details of this have not been completely finalized. For planning purposes, grant applicants should expect evaluation to cover the following tasks:

- SETDA Collaborative - Grantees will be asked to participate in the SETDA Collaborative Survey, which was established for the purpose of understanding the broader impact of ARRA funds across multiple states. Visit www.setda.org.
- Administrator, Teacher, and Student Surveys – Instruments for collection will be finalized throughout the fall.
- Survey tools to be devised to answer the questions required of our regular Title IID reporting activities. These questions include:
 - The percentage of districts receiving Ed Tech funds that have effectively and fully integrated technology.
 - The percentage of classrooms with Internet access in high and low-poverty schools.
 - The percentage of teachers who meet their State technology standards.
 - The percentage of students who meet State technology standards by the end of the eighth grade.

Besides this reporting, each grant applicant should articulate the following areas in their grant application. These should be areas that the grantee is monitoring throughout the grant period and providing to the Vermont Department of Education on a regular basis:

- The critical questions that will need to be addressed over time;
- How data will be collected
- What mechanisms will be in place to evaluate and adjust as the project moves forward?

More detail on ARRA reporting is on Appendix B.

6. Budget Narrative (no more than 2 pages.): You must also complete the **SEPARATE BUDGET PAGE.** The budget narrative should demonstrate a logical connection to the expectations described (above), and should be specific enough to give reviewers an idea of your priorities and focus for funding. The narrative should include: **(10 Points)**

- Justification for the major expenditures proposed, especially salaries;
- Explanation of any items on the budget sheet that might not be completely clear to a reader. (ex. “Moodle”, while clear to those in technology circles, an explanation of its purpose is necessary, i.e. Moodle™, a learning management system for course delivery).

Note: Reviewers are chosen from a variety of educational backgrounds and are relied upon to read with quality education objectives foremost in mind.

Submission Process

All proposals must include an Original plus TWO (2) copies (Faxed or e-mailed applications will NOT be accepted initially) with:

- Proposal Cover Page with superintendent's signature and DUNS#
- Abstract: A brief paragraph describing the overall grant program.
- Content of Application as noted on Page 8
- Budget Page and Narrative

Application Deadline: Original plus two (2) copies of proposals must be received by the Vermont Department of Education no later than 4:00 p.m. on November 20, 2009. Mail or hand deliver to:

Title II, Part D Technology Grants: **Distance Learning** - c/o Peter Drescher
Vermont State Department of Education
120 State Street
Montpelier, Vermont 05620-2501

Electronic Submission: After the application deadline, each applicant will be asked to provide an electronic version of their proposal. This should be in both .doc and .pdf. Please do not send these submissions until requested.

Selection Process: All proposals will be read and reviewed by an independent review panel. Reviewers are chosen from a variety of educational backgrounds and are relied upon to read with quality education objectives foremost in mind. This panel will rate the quality of the proposal (See Scoring Guide below) and the capacity of the applicant to successfully implement what has been proposed. Proposals will be scored in each of the four major areas described above. After the scores have been submitted, there is a panel discussion with all reviewers to review the overall selection process. The decision of the panel is final.

Scoring Rubric: Enhancing Education Through Technology

Criteria	Poor	Average	Excellent
Program Description – Describe what grantee will do with the funds if received. In addition to a clear description of the activities to be undertaken, points will be assigned for: (50 Points) <ul style="list-style-type: none"> <i>Has the application process been adhered to?</i> <i>Is the focus area of the grant program clearly articulated?</i> <i>Does the Scope of Work address expectations/outcomes?</i> <i>Are needs & processes clearly identified?</i> 	0 – 17	18 – 35	36 – 50
Program Description – Total Score (MAX is 50):			
Capacity for Success - Describe why this is the right kind and size of plan for your entity, and what structures are in place to support it?: (20 Points) <ul style="list-style-type: none"> <i>Have the parties responsible for conducting the work been identified?</i> <i>Are structures, resources, policies, and procedures in place or proposed? Are there meaningful collaborations?</i> <i>Does the grant program truly offer a statewide focus?</i> <i>Is the plan realistic? Does capacity exist to achieve objectives?</i> 	0 – 6	7 – 13	14 – 20
Capacity for Success – Total Score (MAX is 20):			
Evaluation - Describe the process you will follow to focus and possibly adjust to meet the expectations: (20 Points) <ul style="list-style-type: none"> <i>Are the primary focus areas and specific measurements identified?</i> <i>Are mechanisms in place to evaluate as the work progresses?</i> <i>Are there clear indications of the aggregate evaluation as well as the internal?</i> <i>Are there significant mechanisms for sustainability?</i> 	0 – 6	7 – 13	14 – 20
Evaluation – Total Score (MAX is 20):			
Budget Narrative and Page – The budget should demonstrate a logical connection to the areas described above, and should be specific enough to give reviewers an idea of your priorities and focus for funding. (10 Points) <ul style="list-style-type: none"> <i>Is justification for major expenditures (especially salaries) reasonable? Is program the most significant focus?</i> <i>Is it clear that schools will be the biggest beneficiary from the expenditures listed?</i> 	0 – 3	4 – 7	8 – 10
Budget – Total Score (MAX is 10):			
TOTAL SCORE (MAX IS 100)	_____		

Budget Page

Grant Area

Vermont Distance Learning Initiative

Budget (Describe as appropriate)	TOTAL
Professional Development (25% minimum)	
Evaluation (10%)	
Salary & Wages	
Infrastructure	
Hardware	
Software	
Travel	
Consultants & Contracts	
Teacher Stipends	
Equipment	
Website development	
Other (equipment rental, printing)	
TOTAL	

- Please use Budget Narrative page to elaborate and/or describe further

**ARRA/Title II, Part D: Enhancing Education Through Technology
Competitive Grant Program – 2009-10**

PROPOSAL COVER PAGE

School District or SU			
DUNS (Data Universal Numbering System) #			
Contact Person			
Phone			
Fax			
E-mail			
Grant Program Area	VT Distance Learning Initiative 2009 €		
List all schools for which this proposal applies	<u>Schools</u> This is a statewide focus	<u>Grade Spans</u>	<u>Enrollment</u> (To be completed by VT DOE)
Total Funds Requested			
CIPA Certification	Superintendent has certified CIPA compliance (Check one or more): ___ on school technology plans ___ on last E-Rate application ___ on 2009 Consolidated E-Application		
Superintendent's Signature			
Date			

APPENDIX A

Additional Details on Eligibility for Title IID

An “eligible local partnership” is a partnership that includes at least one high-need LEA *and* at least one of the following –

- An LEA that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.
- An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low-performing under that act.
- A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.
- A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.
- An individual with demonstrated expertise and capacity to lead the initiative and address expectations listed below.

REQUIREMENTS: For an LEA to receive funding under this program:

- All schools in the LEA *must* have a current “Educational Technology Plan” approved by the Department of Education through June 30, 2012.
- Must participate in the annual “Technology Indicators Data Collection” conducted by the Department of Education.
- Must certify that all “high-needs” schools in the LEA meet requirements under the Children’s Internet Protection Act.

Must use a minimum of twenty-five percent (25%) of these funds for ongoing, sustained, intensive, high-quality professional development in integrating and using advanced technologies in instruction and in new learning environments to:

- a. Educate regional groups on current theories and practices in education technology.
- b. Build capacity in regions around current best practices in skill sets required of students in 21st Century schools.
- c. Lead to better awareness and practice on said methods of instruction.

Private School Participation - LEAs or partnerships must engage private school officials with whom they consult for Title I purposes during the development and implementation of competitive Title II-D programs. If this grant application is applicable to these circumstances, be prepared to supply documentation.

For more information and to be sure your school is eligible for grant funds under this program, contact the program administrator, Peter Drescher, at 802-828-5149 or peter.drescher@state.vt.us

APPENDIX B

American Reinvestment and Recovery Act---4 Assurances

One of the guiding principles behind the American Recovery and Reinvestment Act is, “improve student achievement through school improvement and reform” and addresses the four specific assurances included in ARRA requiring states to certify progress in these areas as a condition for receiving ARRA funding. These assurances were authorized under bipartisan education legislation – the Elementary and Secondary Education Act and the America Competes Act of 2007:

1. Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities;
2. Establishing pre-K-to college and career data systems that track progress and foster continuous improvement;
3. Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need;
4. Providing intensive support and effective interventions for the lowest-performing schools.

Evaluation and Reporting Requirements

An additional expectation for use of ARRA funds is full transparency in reporting on use of funds. All sub-recipients will be required to report to the Vermont Department of Education of Education for federal reporting purposes on a quarterly basis at minimum, the amount of funds expended, how they were expended and the number of jobs created or retained with use of these funds. There are also requirements for reporting that cover these areas:

- Descriptions and narrative of the employment impact of this award. A brief description of the jobs and types of jobs that have been created by this activity. This also includes how this activity assists those most impacted by recession.
- How this activity has long term economic benefits
- How this activity will increase economic efficiency by spurring technology advances, especially in the areas of science and health.

Other State Reporting that involves all Title IID monies:

- The percentage of districts receiving Ed Tech funds that have effectively and fully integrated technology.
- The percentage of classrooms with Internet access in high and low-poverty schools.
- The percentage of teachers who meet their State technology standards.
- The percentage of students who meet State technology standards by the end of the eighth grade.